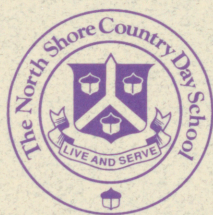


THE ACORN

THE NORTH SHORE COUNTRY DAY SCHOOL BULLETIN

EVERYBODY'S SOMEBODY AT NORTH SHORE

Smithsonian Exhibit on Japanese American Detention Camps Comes to North Shore



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Editor's Note.....Back Cover

The John Almquist Gallery will feature a special exhibit on loan from the Smithsonian Institution entitled "Whispered Silences: Japanese American Detention Camps, Fifty Years Later." The exhibit will open on January 23, 1999 and will run through March 17.

The forty-four contemporary platinum-palladium prints taken by noted photographer Joan Myers evoke the wartime experiences of Japanese Americans, as told through the weathered objects, abandoned gardens, and building fragments of the detention camps found at ten remote sites where the United States government held Japanese Americans throughout World War II.

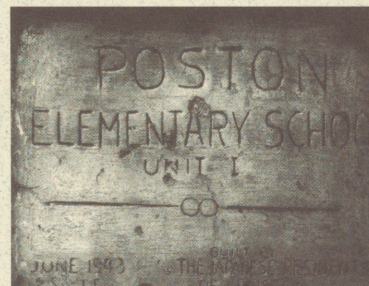
The images are accompanied by detainees' firsthand accounts of their experiences, along with exhibition text written by Dr. Gary Okihiro, professor of history and director of the Asian American Studies program at Cornell University. Dr. Okihiro provides the historical context of the decision to detain Japanese Americans, information about related governmental actions, and a description of life within the camps.



Heart Mountain, Wyoming (Potato Cellar)
Joan Myers, photographer

The exhibit will have special meaning to students in several classes, including the Upper School's Asian Studies and United States history courses. Teachers throughout the school have created special curricular materials to supplement their students' viewing of the exhibit. Plans are also underway to host a day-long symposium on Japanese Internment for Chicago-area educators.

The exhibition tour is organized and circulated by the Smithsonian Traveling Exhibition Service (SITES) and will travel in North America through 1999.



Poston Arizona (School Plaque)
Joan Myers, photographer



NORTH SHORE
COUNTRY DAY SCHOOL

Message from the Head of School

BY JULIE HALL

We live in an age where the immediacy of the moment demands most of our attention. Everyone seems to need a quick fix – or at least a quick response – via fax, email, car phone or cell phone. At the same time that the Internet entangles us in an expanding web of informational overload, our vocabulary includes phrases for informational reduction like “power point” and “sound byte.” How do we help students make sense of all the information that is available? How do we educate them, not for the moment, but for tomorrow?

We can only guess what their future will be like, and much of what they'll need to know tomorrow we don't even know today, so more than ever before, we must be a school that helps students become learners for life. Author and Harvard lecturer Roland Barth, in an essay, “From Puddle Dock to the Twenty-first Century,” expresses fear that many of the schools of the next century, “seem en route to becoming a combination of a nineteenth-century factory in Lowell, a twentieth-century penal colony in Attica, and the twenty-first century Educational Testing Service in Princeton.” While it is “commonly believed that a school succeeds if all its students test above average - even if they subsequently burn their books and their bridges to future learning,” he believes that a school succeeds only if students become insatiable learners. “Perhaps the ONLY really important graduation requirement is evidence that each student emerges from the school experience demanding not less but MORE learning and is capable of providing it independently.”

Barth goes on to write about the kinds of small schools that he believes are the only answer for providing effective learning communities. Too often, he says, schools focus on the amount of information students are “bombarded by, saturated with, and then expected to display on demand,” despite the fact that it is estimated they can remember six weeks later only 5 percent of what is learned in this way. In a more experiential school, students have a chance to pose questions, rather than only answer the questions posed by their teachers. They are encouraged to analyze and clarify information, and when they leave school, they are “able to encounter new situations with confidence, learn from them, and retain far more than 5 percent of that learning.

In short, they become life-long learners.”

Students at North Shore have always been aware of the intimate learning environment here. They have always been encouraged to be curious and questioning, sometimes in small groups, sometimes one on one with a teacher before school, after school, during a study hall, or even at lunchtime. Recently, Eric Skalinder, who teaches Astronomy, was followed on his way to the lunchroom by an eager Upper School student who wanted to know, “Can we see stars move?” And college students continue to email their former teachers about how well they are doing because of all they remember from classes at North Shore.

Our students interact every day with adults who are teachers not only because they love working with young people, but because by teaching, they themselves continue to learn. They can't imagine themselves NOT learning, questioning, seeking. Before any vacation, many of the North Shore faculty start stacking the books they hope to read over the break. For some it's a heavy diet of Dr. Seuss or A.A. Milne, but for others, as shared via email, it's “a bit ambitious” or a list with “the right to replace any with new ones.” Yet we take joy in making the list and having the stack from which to choose. For example, Betsy Gray, our Lower School Librarian, included Simon Winchester's *The Professor and the Madman: a Tale of Murder, Insanity, and the Making of the Oxford English Dictionary* and David Michaelis' new biography of N.C. Wyeth. Jim Leesch, Middle School math and science teacher included Martin Gardener's *Last Recreations*, a collection of math puzzles, and Douglas Hofstadter's *Goedel, Eshcer, Bach*, a treatise about the Incompleteness Theorem, Tesselations, and Music.

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Julia L. Hall,
Head of School



Editor: Cheryl Grauberger
Photographers: Claudia Lockhart, Becky Vietzen, Molly McDowell, Marcia Hartigan

The North Shore Country Day School is a coeducational, college preparatory school of 415 students in grades junior kindergarten through grade twelve in Winnetka, Illinois. North Shore does not discriminate on the basis of race, nationality, ethnic origin or gender in any of its policies or practices.

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Asian Studies Examines Change and Continuity in Pacific Basin

With the School's commitment to global consciousness and a long-range plan that focuses on the Pacific Basin, comes the addition of an Asian Studies course to the Upper School. Asian studies is designed to be an interdisciplinary course that gives students a foundation for a better understanding of the ways in which Asian cultures will enrich and change our lives in the next fifty years.

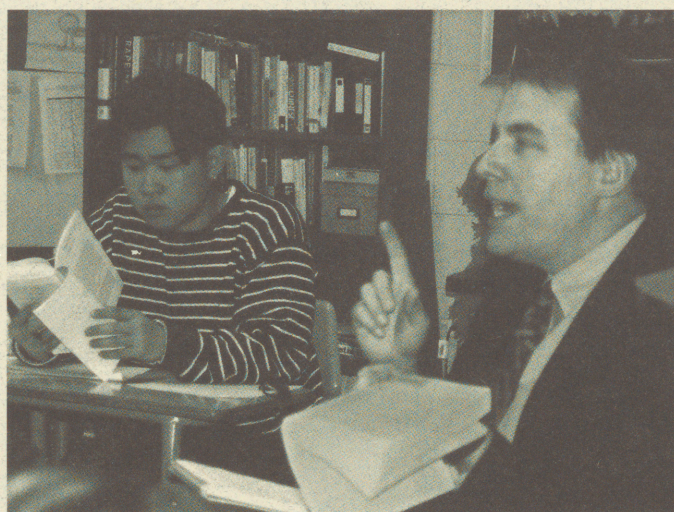
The course is co-taught by Upper School Head Paul Perkinson, who taught Asian Studies for nine years before coming to North Shore, and who also taught for two years in the Japanese public school system in a rural mountain village, and Beth Keegan, who has studied in China, teaches Mandarin at North Shore and has taught a course on the high technology market in China at the J.L. Kellogg Graduate School of Management at Northwestern. Under their direction, Asian Studies focuses on three major nations, China, Japan and India, and investigates such themes as colonialism, revolution, independence and nationalism.

According to Paul, the course investigates three pivotal nations that are culturally very different from each other, but all of which have come into a twentieth century notion of democracy. He also wants students to understand that India, Japan, and China are poised to become world leaders, albeit in a way that is not yet perfectly understood: China, because of its burgeoning economy, Japan; because of its incredible experience of adapting good ideas and making them better; and India because of its role as the largest democracy in the world.

As students learn about the three nations, Paul and Beth ask them to look at elements of change and continuity in the cultures. For example, in studying Japan, Paul asks students to look at what happens to a homogeneous society in a global economy. Students learn about Japan pre-1850, when it was a closed society, and post-1850 when it was forced open to the world. Paul says, "I want kids to understand the resiliency of Japanese culture." And he wants them to understand it in the context of a nation that will play a key role in helping Asia to climb out of its financial crisis.

During the trimester on China, Beth divides the study into a unit on Ancient China and another on Modern Society. In coming to understand China, students learn about the dynasties, social hierarchies, religions, and philosophies of ancient Chinese culture. As they move into investigation of modern society, Beth leads students from China's 1840's collision with the western world through the end of the last dynasty in 1911, and on to China's search for a modern identity woven with the rise of communism, the Republican period and the Chinese civil war. She also discusses Post-Mao economic and political reform, contemporary political China, and China's relationships with both the U.S. and Taiwan.

In studying all three nations, Paul and Beth ask students to think about the notion of the web of obligations an individual



Paul Perkinson conducts a class on India's caste system.

faces as an intrinsic part of culture. Paul feels this is especially important when viewed against the American concept of rugged individualism at a time when students are preparing to move on to college and are defining themselves more as individuals apart from their families. He sees this cultural study as one way to recover a notion of community and of shared responsibility.

During their recent study of India, Paul raised the concept of Varna, or doing one's duty in society as it fits into the caste system. Students had been reading about the caste system, and in order to generate discussion about Varna with the possibility of opposing opinions, but without heated debate, Paul introduced a dialectic notebook in which one classmate defends Varna from a Hindu point of view and then passes the writing along to a classmate who also responds in writing. The process continued until each notebook incorporated the opinions of four students. Paul says he uses the dialectic notebook because "It allows students to 'discuss' and share opinions without having to compete for 'air time' in class, which can be an issue for shy but very informed students." The written format allows everyone to contribute in a meaningful way, and it also can serve as the basis for a future verbal debate.

During the dialectic notebook exercise, students expressed a range of opinions on the relevance of the caste system. Senior David Ruttenberg wrote in support of the caste system:

"The caste system is crucial to India's society order because it is the cornerstone of Hinduism. The caste system allocates certain jobs that each group is responsible for. This provides an infrastructure of societal order which must be maintained. Each Hindu must perform their duty in this life, and that duty is assigned to them at birth according to which caste they are born into. Your present caste is a result of what you did in past lives – it is a measure of your spirit's goodness. An untouchable can't blame anybody except himself for his low position in society."

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Reading and Writing Add Up to Scholarship in Lower School

By working to develop good readers, Lower School teachers have a head start in developing strong writers. As Lower School Head Pam Whalley points out, good writers are first good readers; you can't take reading out of the writing equation. "She adds, "If there is one thing parents can do for their children to help them be successful in school, it is to read to them regularly from the time they are born. The impact of this can last a lifetime."

"The door opened." "The door suddenly flew open." Lower School teacher Lynda Wood asks students which sentence makes them want to read on. Invariably students select the second sentence. Lynda has taught at North Shore for 15 years, and in that time she has been the head teacher in every grade from kindergarten through fourth grade. She understands well the approach to teaching writing throughout the Lower School.

Modeling is the key word. Before teachers ask a student to produce a compound sentence, or a descriptive paragraph or an essay, they introduce the concept and then provide students with a literature model in a book they are reading. According to Lower School Reading Specialist Emily Denesha, who reads with all Lower School students, "Children who read literature with similes and metaphors are then empowered to use this language in their own writing."

For Emily that means making sure that students are exposed to the best possible examples of good writing. She says, "We use good literature as the foundation of our reading program. We select material that is at the appropriate interest level and emotional level of the children, even if the material is exceptionally challenging. We never lower our standards." Teachers ask students to think about the content, the ideas in the book, and the emotions of the characters. Lower School students often read material that is above grade level, but teachers take them well beyond the advanced vocabulary. The students are asked to be literary critics.

This approach to analyzing literature is evident from the beginning. In first grade, students learning to read are asked not merely to decode the material. They discuss the main idea in stories, they answer questions in complete sentences, they predict the outcome of stories, and write new, alternative endings.

In teaching writing, Lower School teachers introduce and reinforce skills throughout each grade level until students master them. Junior and senior kindergarten students focus on patterns,

beginning sounds, and developing the gross and fine motor skills necessary for letter formation. By second grade, students are conducting research to support their personal writing, and by fourth grade they are doing research papers on hurricanes and sea life based on literature they have read in class.



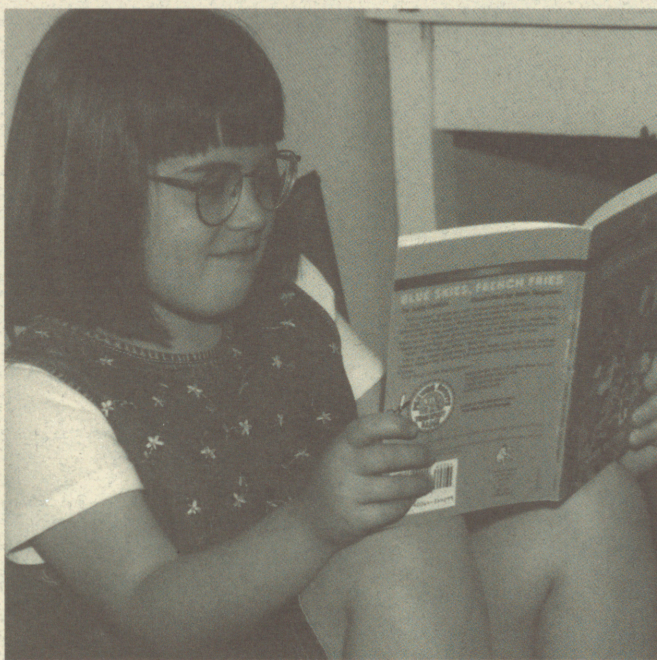
Emily Denesha reads with Lower Schoolers.

In first grade, Lynda asks students to write regularly about their experiences in journals. Through the journals, she can track a student's progress throughout the year. For example, during the first weeks of school Lynda asked students to write about their birthdays. She always provides a prompt, and then asks students to continue using words they know, using inventive spelling, and using words that the class may have brainstormed and written on the blackboard. One student wrote: "My Birthday I had a prte. My Birthday I gat a sft anml." By October 21, the same student followed up the sentence beginning "As I walked into the haunted house" with the following: "I tasted blood I smelled spiders. I felt bones I saw lightening I heard screaming." Lynda stresses that her students, some of whom were not yet reading when the school year began, have made significant progress in their own reading and writing through daily exposure and practice and through brainstorming about feelings and descriptive words that they may incorporate into their writing. Her students learn to write "Apples on the ground. Juicy sour green. Rotten mushy bruised." Rather than merely writing "I see apples."

Fifth graders also write frequently. After a trip to a local forest preserve, they were asked to write reflective essays and poems about their experiences. As fifth grade teacher Marty Lindenmeyer says, "I may have never known the impact an

experience had on a student if I didn't have the opportunity to read his or her reflections." The day was designed to be one of discovery and observation for the students so that they might gain new insight into nature. One fifth grader wrote:

I recall the leaves fluttering in the wind as the birds flew past. Ducks making the water dance, the reflections on the lake, and the baby birds crying for their mother. Flowers staring up at us as we proudly walk past. The forest's secret paths revealed to us on our way. Trail after trail, leaf after leaf, the forest won't be fun without your imagination. I saw a family of deer in my imagination. I saw a family of bear. I saw the bears licking up their honey, in my imagination. I found a way of communicating with the forest. Follow its path and it will guide you wisely. Don't break branches, or your imagination will play tricks on you. That will guide you into the darkest part of the woods.



Second grader Melissa Jesser finds a quiet place to read.

Fifth graders have also just completed *Bridge to Terabithia*, by Katherine Paterson, a book in which the main character suffers

a loss through the death of a friend. Students discussed the emotions she must have felt over such a loss, and then were asked to prepare an Afternoon Ex. in memory of the character in the novel who had died. They selected songs, wrote essays and poems, and collected memories of the character. According to Emily, "This is how we make the literature more meaningful to the students; we put it in a familiar context, and let them plan, outline and discuss how to honor the memory of this character from the novel. Students could relate through their own varied experiences of loss, and they were able to understand the material on a deeper level." Through journals, free writing, poetry, letters, research papers, autobiographies, and stories, students in the Lower School write, and they write often. The experience can be intensely personal and it can be collaborative. As students enter third grade and beyond, writing involves several processes, from brainstorming, rough drafts, self and peer editing, to teacher editing and finally publishing. Three times a year, all students in grades one through five are given the same writing prompt. These pieces are kept, and the teachers are able to evaluate the progress of student writers through several years. This allows them to assess a child's development in writing as they look for sophistication of content, strength of vocabulary, and awareness of spelling and punctuation.

Pam Whalley helps to reinforce skills by asking students to proofread her weekly Friday News. She says, "It is a good way to let students know that we all write, and we all need feedback from others to see if we have communicated effectively. This sends a strong message that corrections and changes are important pieces of the writing process."

What students develop in the Lower School when they learn how to write and how to read is much more than a set of mechanical skills. They are learning how to dissect material, analyze it and how to think. They are learning to be scholars.

Julie's Message continued from page 2

Fifth grade teacher Maggie Ross listed Phillip Roth's *American Pastoral*, Technology Coordinator Vinnie Vrotny listed Michael Gelp's *How to Think Like Leonardo D'Vinci*, and Becky Flory, Director of Diller Street Theater and woodworking teacher, included *The Foxfire Book of Appalachian Toys and Games*. Leonie O'Donohoe, Assistant to the Upper School Head, had a long list based on the theme of the 1798 rebellions in Ireland.

I found the lists fascinating, and based on some of the suggestions, I may have to expand my own reading list. We are all enriched by being part of a community in which love of learning is so vividly expressed.

We all hope our habits of scholarship are contagious!

Biome Project Takes Seventh Grade to New Academic Heights

Pete Nelson and Jim Leesch asked something extraordinary of their seventh grade students. They asked them to engage in a six-week project on the study of biomes and indigenous peoples that included a 6-10 page research paper, an oral presentation, a three-dimensional biome model complete with detailed examples of typical wildlife, land masses, and water sources, and a representative biome creature that had adapted to its environment. The project kicked off in early October and ran through mid-November. The first thing students had to do was to learn the definition of a biome.

The project was designed to integrate English, social studies, and science as well as some math. Pete and Jim presented students with a detailed outline of the elements of the project as well as clear step-by-step expectations they had of the students.

BIOME: *A division of the biosphere where the climate determines the interactions of its inhabitants. Biomes are frequently characterized by land forms, flora, fauna, and the adaptations that each plant and animal uses to survive.*

Students first selected a topic for their research papers, which included both a biome and study of indigenous peoples who inhabited the area prior to European contact. For example, students selected to study the Navajo who were indigenous to the desert, Seminole who were indigenous to wetlands, and Chinook who were indigenous to the forest. In each case, they were asked to answer a series of questions central to understanding both the biome and the indigenous peoples. While Jim offered a list of eight questions at the outset of the project, students themselves brainstormed to create several pages of questions they might address, including physical details of their biomes, what impact humans have had on the biome, how the biome is necessary for human survival, are there endangered species in the biome, and what characteristics does one biome share with others? They focused as well on questions regarding the indigenous peoples, such as how did the group facilitate survival and growth, how did animals influence the survival of the group, what were some of the religious ceremonies and unique customs of the group, and what type of government did the indigenous people have?



Seventh grader Rebecca Lockhart with her biome of a cave.

Students embraced the project, which required an immense amount of work outside of class in order to be completed in the six-week time frame. Weekends were devoted to making note cards in preparation for writing the research report and finding just the right materials to use in forming the three-dimensional biomes. The results, which were revealed at an exhibition night for parents in November, impressed parents, teachers, and the students themselves.

Lizzy Lehman, in her paper on tide pools, entitled "A Coastal Way of Life," writes, "Tide pools are homes to many small creatures who are at constant work to protect themselves from the tides, that at any time may come crashing down upon them. In this report, I will emphasize the fact that these creatures are a bustling and colorful community that never stops to rest. The creatures keep on trying to support each other in the tide pool and keep their home clean. The tide pool is a prime example of a constant life cycle." She goes on to explain, "Tide pool animals and plants must adapt to many changes in their environment such as frequent shifts in salinity and breaking waves. Plants near shore must be able to withstand strong winds. When the tide goes out, plants and animals must be able to survive until the tide comes in... Tide pools are a great laboratory for learning, because of the amazing features and adaptations that take place in it... One should be aware that a tide pool is not just rocks clustered near the shore, but it is also a constant cycle of life and a rich ecosystem."

Seventh grader Andy Wentz studied a very different biome, the taiga. He writes, "Taigas cover 17% of this world, but most people do not know what they are. The definition of taiga is a group of plants and trees located by the tundra. Most of Russia is a taiga. Canada, Asia and Alaska also have taigas. Taigas are sometimes referred to as the boreal forests." The indigenous peoples of this biome are the Athabascans, who are, according to Andy's report, "...one of the first known tribes. The Athabascans are also known as the People of the Caribou." Andy's research revealed that without taigas, the global warming process would be accelerated. He writes, "Taigas help stop global warming by sucking up most of the carbon dioxide in the world. This is why we must protect the taigas...The taigas keep the temperatures in the world normal by keeping global warming down."



Kendall Wirtz studies the temperate evergreen forest.

Middle School Head Joe Coulson watched the project closely, and he believes it was a success on many levels. "The biome project combines writing and research skills with scientific discovery and information so that you end up with a fully integrated project where kids are learning technical information about the biology of a particular region, and at same time having to read and examine information that extends far beyond even the biome they've selected. It requires them to analyze, edit, narrow down, make choices about the most useful information – all in the service of learning in great detail what this particular environment is about. It is a great example of a truly integrated project."

Parents saw their children experiencing a level of engagement they'd not seen before. One commented, "This is the most interesting, relevant, and well organized project my son has been involved with." Other parents, who had seen the demands placed on their children over the course of the project, commented on the excitement they felt at exhibition night. According to one parent, "The students' pride in their hard work was evident. They were able to share the knowledge they gained regarding their biomes." Several parents noted that the project had taken their children to a much higher academic level than they had seen before.

Pete and Jim recognize the ambitious nature of the biome study. The broad scope of the project had at its center a list of skills they hoped students would develop, including research skills, oral presentation, time management, citing sources, assessing information for validity, and visual and spatial problem solving. Pete and Jim believe that what they asked of students during the course of the biome and indigenous peoples project required them to develop skills that will be essential in high school and in college. It was an experience that will stay with the teachers, the students, and the parents for some time to come. According to Pete, "At the conclusion of the project, the students couldn't believe they had done it. They felt like real scholars." And indeed they are.

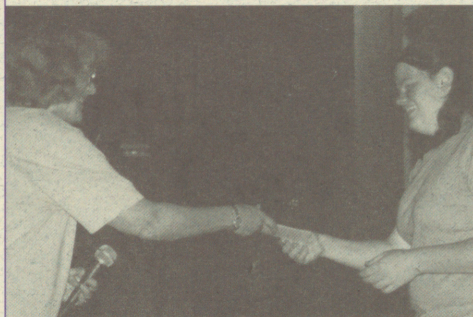


Katie Hossfeld displays her biome of the Savanna.

Did You Know?

Seventeen percent of the senior class received recognition from the National Merit Scholarship Corporation (NMSC). Seniors Pria Sinha and John McQueen are semifinalists in the 1999 Merit Scholarship Competition. They now have an opportunity to continue in the competition for Merit Scholarship Awards that will be offered next spring. Seniors Anne Cavanaugh, Margaret LeBlanc, Jonathan Lehman and David Ruttenberg are commended students, who are being

honored by the NMSC for their exceptional academic promise. These students placed among the top 5% of more than one million students who entered the 1999 Merit Program.



Anne Cavanaugh '99 receives a National Merit certificate from Head of School Julie Hall

Sophomore Jessica Carleton was a 1998 finalist in the National Storytelling Youth Olympics and was featured at the twenty-sixth annual National Storytelling Festival held in Jonesborough, Tennessee in early October. The Festival and Jessica's participation in it, were featured in a recent *Chicago Tribune Magazine* article. Jessica, who has been storytelling since she was ten, performs regularly at libraries, parties, and storytelling festivals.

Upper School students spent the week of November 2-6 pursuing a range of projects and activities off campus as part of the annual Interim Week, an opportunity to participate in a sustained, in-depth educational experience outside of the traditional classroom setting. Student experiences ranged from serving as volunteers in a shelter for women and their children who have been victims of abuse to a marine biology trip to the Florida Keys to a study of Chicago courtrooms to watch trials in progress and to meet with law professionals. According to Upper School Head, Paul Perkinson, "The knowledge and experience students gain from these experiences benefit not only the individual student, but also enrich the entire school community through the sharing process of Interim Night." Interim Night, during which students make presentations based on their Interim experiences to parents and members of the school community, was held on Tuesday, November 17.

North Shore's technology team was well represented at the Lake Michigan Association of Independent Schools Technology Conference held on November 6th at the Prairie School in Racine, Wisconsin. Technology Department Chair Vinnie Vrotny served as co-chair of the event. Middle School Technology Coordinator Allan Stern gave a presentation on "Using Digital Cameras," and Lower School Technology Coordinator Rebecca Vietzen led a workshop on "Creating Web Pages." Approximately 120 teachers from 13 independent schools in the Wisconsin/Illinois/Indiana area attended the conference.

Allan Stern also made a presentation at the National Council for the Social Studies conference on November 20, with former Middle School Head Todd Nelson, on The Continent Game, the three-day geography-based simulation game conducted in the Middle School last year.

Students in Lynda Wood's first grade class have established an email relationship with first graders in New Delhi, India. The children regularly record and trade weather data with each other. Once North Shore children receive the information from New Delhi, they convert the temperature from celsius to fahrenheit and then graph it. First graders noted that students in both Winnetka and New Delhi had enjoyed 18 sunny days during the month of October. However, they also noted that while the average temperature in Winnetka was in the 60's, students in New Delhi had faced temperatures in the upper 80's throughout October. The first grade web page featuring the weather information can be located at: <http://www.nscds.pvt.k12.il.us/nscds/lsl1stgrade/delhischool.htm>


Lee Block's eighth graders participated in a group project that asked them to study clouds, storms, climates and global wind patterns. Rather than producing a written research paper, however, students were asked to create web pages that were to be posted as part of the North Shore web site. As part of the web page, students created links to other weather-related sites, including the Weather Channel, The National Weather Service, and sites with special information about weather phenomena including hurricanes, floods and tornadoes.

Twenty percent of the senior class has been named Illinois State Scholars by The Illinois State Scholar Program. This designation is based on a combination of a student's college entrance examination scores and record of high school achievement. The North Shore students receiving recognition from the Illinois Student Assistance Commission are Katie Blehart, Anne Cavanaugh, Jonathan Lehman, John McQueen, David Ruttenberg, Pria Sinha, and David Spector.

Kevin Randolph, History Department Chair and Co-Dean of Studies, made a presentation on "World's Fairs and the Dawning of 'The American Century'" with colleague Robert Rydell at the Organization of American Historians and the National Center for History in the Schools at the University of California, Los Angeles.

Did You Know?

T rue to The North Shore Country Day School motto of "Live and Serve," students spent the holiday season focusing energy on a range of community service efforts. After an extremely successful school-wide canned food drive prior to Thanksgiving, Upper School students collected gifts to be donated to the Toys for Tots program throughout the month of December. Fifth graders sponsored a school-wide drive for household items, small appliances, clothing, toys, bedding, school supplies and baby items to be donated to the P.R.I.D.E. Uhuru Center of Englewood in Chicago. Middle School students sponsored "Caps for Kids," in which they spent time knitting caps for children in need. These efforts culminated on December 18, when students placed wrapped gifts under a tree at the all-school holiday "Celebration." Gifts were delivered to service agencies by Community Service Coordinator, Tim Cronister.

 The entire 1998 AP calculus class passed the Advanced Placement Exam. Forty-three percent earned a perfect score of 5. The College Board announced the data from the 1998 AP Calculus Exams taken in May.

Math Department Chair Shirley Smith addressed the strength of North Shore's math department at a Parents' Association gathering on October 6th. She announced that 27 of this year's 36 seniors, or 75% of the class, are enrolled in an AP math course, either AP Statistics or AP Calculus. According to Shirley, "While traditionally 100% of our seniors take a math course, it is especially exciting to see so many students in AP courses this year. It is gratifying to know that North Shore graduates go off to college with a solid grounding in mathematics, and even with possible college math credit."

Woman's Board Prepares for S.S. Millenium, Auction '99

BY CLAUDIA LOCKHART

T he Woman's Board launched plans for its upcoming benefit with a champagne send off in the graceful Winnetka home of Cindy and Chris Galvin on October 23. Auction Chair Sandra Plowden and Co-chair Cindy Alexander introduced the theme of a "Voyage of Discovery on the S.S. Millennium" to Board members and their spouses. The School's live and silent auctions will take place on Saturday, February 20, 1999 in the Mac Gym, which will be decorated to give guests the illusion of being on an elegant ocean liner. The dinner will be provided by George Jewell Caterers of Chicago. Tickets (all first class!) will be \$100 each.



Woman's Board Member Suzu Neithercut and her husband, David, consider a football autographed by ex-Chicago Bear Walter Payton

The evening's featured speaker was Auctioneer Tim Duggan from Walker Auctions in Tennessee, who inspired the group of approximately 80 guests with his insights on what's "hot" in today's auctions. A lively discussion ensued with ideas and suggestions flying around the room. Some guests brought auction donations, which included a football autographed by ex-Chicago Bear Walter Payton and an ice skate autographed by Gold Medal Olympic figure skater Tara Lipinski. New Motorola products were also donated, included an "Iridium" phone – a satellite communications system that allows for a personal, portable telephone call virtually

every place on earth! The auction will also feature an all-cash raffle with the winner earning up to \$10,000 cash.



President Ingrid & Bob Szymanski brought an ice skate autographed by Olympic Gold Medalist Tara Lipinski.



Woman's Board Members Diane Flint Jessen '70 & Cece Ewen Durbin '67

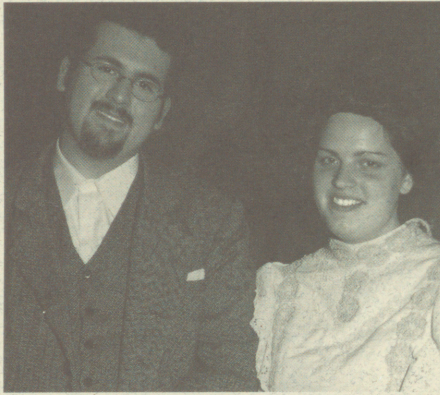


l to r: Auction President Ingrid Szymanski, Auction Chair Sandra Plowden, Auction Co-Chair Cindy Alexander, Hostess Cindy Galvin

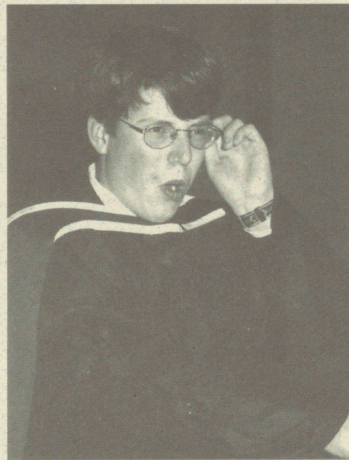
North Shore Stages Midwest Premiere of "Young Eugene"

Upper School students staged the Midwest premiere of Lowell Swortzell's "Young Eugene" on Saturday, October 24 and Sunday, October 25 in the School's Diller Street Theatre. The play, about the early life of Pulitzer and Nobel Prize-Winning playwright Eugene O'Neill, had never before been performed by a high school cast.

The cast and crew had the wonderful opportunity of meeting Mr. Swortzell, playwright and New York University drama professor, following their dress rehearsal. Mr. Swortzell expressed his great admiration for the student actors and their interpretation of his play. He was also in attendance Saturday evening and attended a special reception following the performance.



Eugene's parents, James and Ella O'Neill, played by Jonathan Lehman '99 and Brittany Larsen '99



Jamie Webster '01 as the Princeton University Dean of Students



Frank Cermak '00 as Young Eugene

Directed by Lynn Kelso, the play featured a cast of 16 students and a crew of nine. Student actors included: Justin Birnholz, Jessica Carleton, Frank Cermak, Tony Collins, Leigh Cross, Lizzie Horevitz, Brittany Larsen, Margaret LeBlanc, Jonathan Lehman, Michael Lehman, Sara Mason, Katie Rooney, Aaron Schwartz, Vicki Syal, Jamie Webster and Yvonne Zusel. Crew members included:

Sonnie Atwood, Mark Bachta, Chris Davis, Nathan Flint, Talin Hitik, Jae Lee, Matt Pritzker, Eric Swan, and Talia Ullman.



Director Lynn Kelso with Playwright Lowell Swortzell



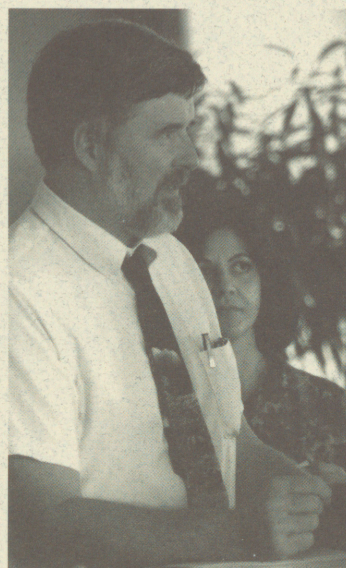
The cast of Young Eugene with the playwright

Michael Thompson Speaks on Raising Boys

Noted educational consultant, author and psychologist Dr. Michael Thompson visited North Shore on October 26th to spend a day with faculty and to present an evening lecture on the topic of boys. Dr. Thompson addressed his audiences on "Raising Cain: Protecting the Emotional Life of Boys," based on his soon-to-be released book of the same title.

Raising Cain is being published as the companion to Mary Pipher's widely acclaimed *Reviving Ophelia* and has received much advance publicity. Dr. Thompson was featured last spring in a "Newsweek" article examining the special challenges parents face in raising sons.

As he addressed both the faculty during the school day and the larger audience in the evening, Dr. Thompson presented compelling information that suggests that our culture systematically miseducates boys emotionally in home, in school, and in society. He presented evidence that reveals that up to the age of seven, boys have as broad an emotional repertoire as do girls. However, because boys are steered away from having an internal life, by age 15 they have largely "shut down" and display a very narrow range of feelings. The emotion they do display, according to Dr. Thompson, is largely to cover up their true emotions. For example, a boy may display anger and aggression to protect his vulnerability.



Dr. Michael Thompson

Dr. Thompson presented statistics, anecdotal information from his own practice, and research from his book in great detail during his visit to North Shore. He discussed what boys need from parents, teachers and society in order to develop fully as human beings, including tolerance for their struggles, strong male role models, and discipline designed to build character and conscience rather than

enemies. But when he narrowed his message down to one key point that the audience could take away, he said, "What boys need is for you to believe in their inner lives even when they demand that you accept them at face value." No matter how much a son pushes his parents away with anger, aggression, and professed emotional numbness, Dr. Thompson urges parents to continue to believe in his vulnerability and to teach him that emotional courage is courage.

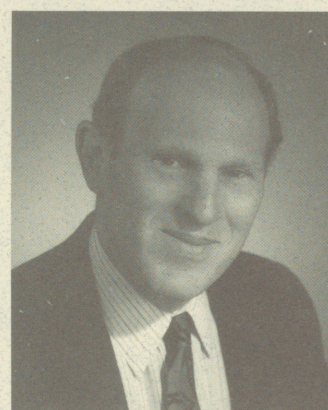
North Shore Honors John S. Bakalar with Hannaford Recognition

North Shore presented John S. Bakalar with the Foster Hannaford Recognition for distinguished service to the School on December 18 at the annual Holiday Party. The former President and Chief Operating Officer of Rand McNally, John served on the North Shore Board of Trustees from 1989-1998, was Treasurer for six years, Chair of the Finance Committee, Head of the Search Committee for Head of School in 1992, and is currently serving as Life Trustee and Trustee of the School Foundation. His three children attended North Shore.

In presenting the Recognition to John, Head of School Julie Hall noted, "One could map the whole globe and not find a man who listens so acutely and thinks so astutely as John Bakalar. I can't count the times over the past ten years when he has posed

just the right question or provided just the right answer to a complex problem... He has been a valued counselor for me personally as well as for the School, one with great intelligence, discretion and always a hint of humor."

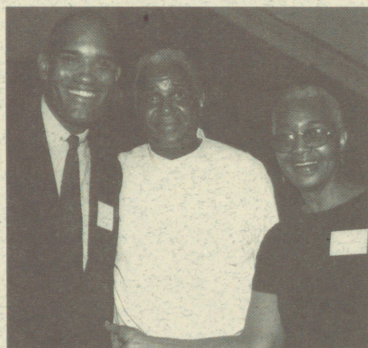
The Recognition is named in honor of Foster Hannaford, who himself gave distinguished service to the School, serving as a member of the Board of Trustees for 48 years, and as a Trustee of the School Foundation for 35 years. His five children attended North Shore.



John S. Bakalar

Homecoming/ Alumni Reunion Weekend

Reunion classes and local alumni gathered for a weekend full of Homecoming events. The festivities began on Friday evening with the annual Alumni Reception, held in the Hall Library. Sheldon Rosenbaum played the piano for alumni and friends as they reconnected with each other before attending individual class dinners. Saturday offered a range of athletic events, interspersed with tours of the School to see updated buildings and grounds. The Alumni Homecoming party on Saturday night, attended by 150 alumni and friends, included former faculty Vin Allison, Marilyn and George Eldredge, Michael Conroy, Maxine and George Mitchell – and of course Mac and his wife, Julie, who led off the dancing!



Larry Williams '87,
George and Maxine Mitchell



Class of '63: Jean and David Ranney, Buff Winston,
Suzie Merrick Bacon and Barbara Schilling Stanton



1998 Classmates:
Annie Aggens, Courtney Williams
and Gwen Rohlen Ruedin



Louise Nathan Bernard '38 and Bud
Goodrich '38 dance the night away.



Susan Pettibone Fraser '69 and current faculty Dean Sexton, Patrick
McHugh and Frank Dachille with Christine Brennan and Mouse Doar.



Craig MacLeod '68,
Mac and Brad Savage '88



David Plimpton '88 and his wife Stacy, former faculty member Michael
Conroy, Eric Jacobson '88 and his wife Beth.



Lois Hustwayte Sear '83, Alison Rosen-Vogel '83, Mac and Grace Wood '82



Nancy Green Whiteman '71
and Vin Allison



Jay Buck and Midge Chase Powell '49

September 25-27, 1998: Highlights

The classes of '38 and '48 were well represented for their 60th and 50th reunions. Ives Waldo '29 attended with his wife, and he was recognized as the most senior alum at the party. Class Representative Courtney Williams '88 deserves congratulations, as the Class of '88 drew the most attendees for a rousing 10th Reunion!

Class of '38 celebrates their 60th Reunion: (front row) Louise Nathan Bernard, Virginia Dick Wilson, Dorothy Warner Sills, (back row) Chuck Goodrich, Craig Benson and Bud Goodrich.



Class of 1948 celebrates 50th reunion: (front row) Edrita Ford Crocker, Estelle Blunt King, Kay Hull Kappas, (back row) Tom Pick, John Stallings, Frank Judson, Jim Smith, John Noble and Comer Plummer.

ALUMNI TEAM VICTORIOUS OVER VARSITY 3-2!

The Alumni Field Hockey Team, led by team coordinator Lauri Reagan '87, was determined to come to the Alumni Homecoming Party with a victory in hand – and they did, winning this year's annual match, 3-2.



*Alumni Field Hockey Team
1st row: Budge Cooper '83, Julie Lind (current coach), Alison Rosen-Vogel '83, Aisling McDonagh '91, Lauri Reagan '87, Katie Whittlesey '94
2nd row: Ashley Hemphill '91, Molly Shotwell '87, Peggy Smith Coffee '90, Lucy Sievers '80; 3rd row: Cece Ewen Durbin '67, Susie Brew Schreiber '58, Karey Wirtz Fix '76, Suzanne Folds McCullagh '69, Lauri Osberg '82, Edee Madsen (former coach), and Annie Aggens '88*

Call for Stanton Alumni Recognition nominations

Each year the Alumni Association Board presents the Francis R. Stanton Alumni Recognition to an alumnus/a whose life work exemplifies the School's motto "Live and Serve." All members of the North Shore community are invited to identify candidates for the award. Please use this nomination form and return it to the Alumni Office.

The Francis R. Stanton Recognition recipient is selected based on lifetime commitment and dedication to his/her profession, community service, or a combination of volunteer and professional activities. Previous recipients of the Stanton Recognition are: Francis R. Stanton '27, Laura B. '33 and Francis D. Moore '31, Phyllis Babb Perkins '46, John W. Macy, Jr. '34, William C. Fowle '28, John Newhall Wilson '43, John A. Howard '39, Roger Fisher '39, Fisher Howe '31, Dr. Katherine Sanford Mifflin '33, Edward L. Glaser II '47, John Nash Ott '27, Robert A. Aldrich '35, Lawrence Howe '38, Dr. Anne Young '65 and Robert A. Jones '55, Judge James L. Oakes '41 and Herman H. Lackner '30.

FRANCIS R. STANTON ALUMNI RECOGNITION NOMINATION FORM

Name of Nominee _____ Class Of _____

Your Name _____ Class Of _____

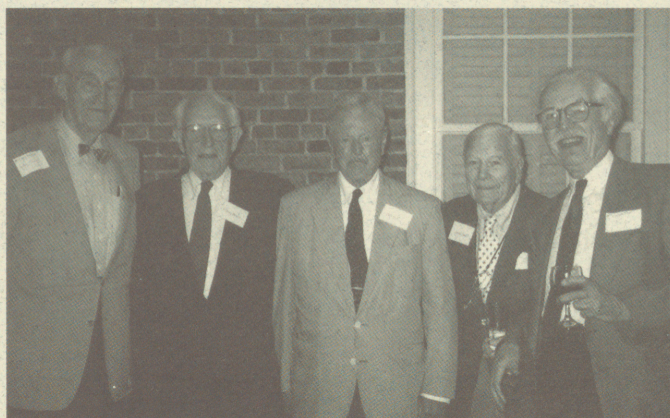
Please state below why you feel the nominee should be considered for the Francis R. Stanton Alumni Recognition. Please describe the nominee's major achievements and their impact.

Senior Alumni Go to Washington

In October, Bill Hinchliff '64, accompanied by Associate Director of Development for Alumni Relations Molly Ingram McDowell '80, embarked on the annual Senior Alumni Trip, this year to Washington D.C. (October 11-14). ("Senior Alumni" include those alumni who have passed their 50th Reunion.) The trip included visits to a variety of museums and monuments, such as the new FDR Memorial and the Van Gogh Exhibit (timing is everything!). Travelers included: Margot Webbe Barber '36, Judy Adams Bartholomay '41, Tita Johnson Bell '37, Jimmy & Louise Nathan Bernard '38, Wendy Smith Buchen '47, Jane Burns, Bill Butz '31, Sally Crowder Doering '36, Judy Mason Drake '35, Barbara Smith Gardener '47, Mary Ellen & Bill Harvey '37, Carmen & Warren Howe '41, Liz Price Hunt '42, Katrina Wolcott Kelley '43, Janet Musselman Ley '36, Kathie & Franny Moore '31, Peggy & Jamie Odell '31, Marion Kimball Purdy '47, Phoebe Massey Ryerson '35, Patricia Calkins Schoellkopf '32, Virginia Dick Wilson '38.



Barbara Smith Gardener '47 and Virginia Dick Wilson '38 in front of the Lincoln Memorial.



Members of the Class of '31 reunite: Fisher Howe, Franny Moore, Bill Butz, Jamie Odell and Knight Aldrich.



And family members reconnected: Phoebe Massey Ryerson '35 and Tom Boal '71 with his wife Jila and daughter Sarah.

While in our nation's capital, the group was joined by local area alumni and friends for a Sunday evening gathering at the City Tavern Club in Georgetown. Head of School Julie Hall greeted the following people along with Trustee Michael Sachs: Julie and

Knight Aldrich '31, Jila and Tom Boal '71 and their daughter Sarah, Betsy Bruemmer '76, Barbara Hobart Colgate '32, Joya Bovington Cox '42, Darwin Curtis '44, Duncan Farrell '53, Bob Graff '40, Debby and Fisher Howe '31, Lindsay Harper Makepeace '44, Connie Koch '46, Mary Reyner and Brian Steinbach, John and Louise Stein Steele '35, Joanna Tepper '91, and Peggy Cosler Thompson '60.



Classmates Wendy Smith Buchen '47 and Marion Kimball Purdy '47

Jimmy and Louise Nathan Bernard '38



Classmates Sally Crowder Doering '36 and Janet Musselman Ley '36.

Phoebe Massey Ryerson '35 and Tita Johnson Bell '37 with their cousin in Washington D.C.

"North Shore Today" Draws Alumni Back to School

To kick off Homecoming Weekend, a special invitation was sent to select alumni and friends of the School to come visit with faculty and students in and out of the classroom to see "North Shore Today." The program included a panel discussion with faculty members representing Asian Studies, French, Lower School science, and technology; a luncheon with student government leaders; and classroom visits. The afternoon concluded with the all-school Homecoming Pep Rally. Those who attended appreciated



Charlie Folds enjoys the opportunity to see his grandson Gibbs McCullagh in the 5th grade working with computers.

the opportunity to experience once again the traditions that have been maintained at North Shore as well as the chance to see firsthand new innovations in technology, languages and the arts that are helping to keep North Shore at the educational forefront. In attendance for this program were:



Alumni and friends of North Shore visit classrooms during "North Shore Today" program Friday September 25th.

Onnie Straub Darrow '38, Jane Deuble (former parent and current grandparent), Carol English (former parent) Charlie Folds (former parent and current grandparent, Dick Golden '44, Jean Wright Haider '60, Sue and Tom Pick '48, Dina Healy Richter '89, Molly Shotwell '87 and Lucy Sievers '80.

If you would like to visit campus to see North Shore in action, please call the Alumni Office at 847-441-3316.

Asian Studies continued from page 3

In response another classmate wrote: "I don't get your point that untouchables can't blame anybody except themselves for their position. They did not do anything wrong. Why should they blame themselves?"

The third respondent wrote: "The caste system may be crucial to Hindus because of the order they have now with the system. The caste system is there because Hindus believe in the life in the past, but that's not what it's all about. I think there is more chaos in India with the caste system because people are so unhappy."

The final response said: "I agree with D. Ruttenberg. Certainly it is up to every individual to perform their duty with a pure spirit. Based on what one does in the course of life, they are either promoted or demoted. All those who are Brahmins had to go through the same struggles as lower status citizens have to today. The caste system is what works in India, and it must be continued."

In another dialectic notebook, senior Katie Hutchins wrote: "A caste system is a positive structure in society which helps to create order, discipline and productivity in the community. In the caste system, everyone knows their place in society, and everyone has a role, except for the untouchables. People associate bad things with the untouchables, but even they have their niche in the greater world."

In response, a classmate wrote: "I strongly support the statement which said the caste system created 'order, discipline and productivity,' yet I'm not sure if it can be defined as a positive structure. Who are the untouchables? Obviously not everyone is created equal..."

Following the dialectic notebook exercise, students prepared for a classroom debate through classroom discussion and extensive background reading. Paul divided the class into two opposing "teams," those who defended the concept of Varna, and those who opposed it. The exercise helped students to fine-tune their speaking and thinking skills while solidifying their understanding of the material.

Beth and Paul ask students to immerse themselves intellectually in these societies that have complex social, religious and political histories, and soon they will be able to ask their students to immerse themselves culturally as well. In January, Paul and Beth will travel to China to lay the groundwork for an exchange between North Shore and the university-affiliated high school of Nanjing University. They also hope to develop a cross-divisional project that they will present to the North Shore community upon their return.

Class Notes

Winter 1998-99

'31 **Lucy Trumbull Owens** has lived in her house in St. Paul, Minnesota for 50 years. Their three daughters live in Chapel Hill, N.C., Denver and Bainbridge, Wash. Their two grandchildren live and work in Chicago. The other five are still with their parents. Two other alumni live within two miles of them, and they see each other frequently: **Polly Goodrich O'Brien '41** and **Charlotte Hannaford Drake '44**.

'33 **Henrietta Boal Moore** lives in Maine on a lovely lake (called "pond" in Maine) where her youngest child Lesley lives on a farm nearby, where Henny helps with the horses several times a week. She is enjoying her "retirement" completely and would welcome visits.

'34 **Elsie Earle Lawson** "had a visit last summer from Francisco (Paco) Alvira-Martin, our exchange student from Thailand who was at North Shore from 1963-64 and lived with us. He is now a professor at the University of Madrid."

'36 **Virginia Creigh Livingston** and husband Dave are "glad to be still living, with our three children and their families nearby, and still serving with volunteer work for Travelers Aid at Logan Airport International Terminal."

'38 **Dick Johnson** has made four trips to Bosnia in the past year as an OSCE volunteer in connection with elections there.

'39 **John Howard** writes that their Howard Center for Family Religion and Society will host and conduct The Second World Congress of Families in Switzerland in November '99. They anticipate 2,000 delegates from more than 70 nations. **Janet Jenkins Miller** recently bumped into **Ruth Geering Hurka '52** playing tennis. After having lunch together, they decided to contact North Shore alumni who live in Vermont to see if they could get together. "Time will tell of our success. I think I'll be the Granny of the bunch." They will be in touch with Vermont alumni, but if you are interested in participating, please contact the Alumni Office at North Shore.

'40 **Louise Konsberg Noll** and her husband Bill are great grandparents. Sarah Elizabeth, the daughter of their oldest grandson David and his wife Jennifer, was born on October 22nd. The whole family was together for Christmas.

'41 **Judge James L. Oakes** reported that the Vermont Law School's new state-of-the-art environmentally sound \$3.25 million classroom building was dedicated and named "The James L. and Evelena S. Oakes Hall" He is an active sitting judge in the U.S. Court of Appeals for the Second Circuit, on senior status.

'43 **Bill Jacobs** and his wife Joan report that they are still healthy and busy with retirement activities in Crystal Lake, Illinois.

'44 **Ted Adams** had lunch in California with **Carolyn Kuehnle Goetz** and husband Tom. They live in Point Reyes, north of San Francisco, and Carolyn has painted some beautiful watercolors of the area.

'46 **Anne Jeffris Miller** went on a fascinating trip to China, "where members of the class also were, including **Heath Williams Smith** and **Barbara Brueggeman Chapman**. They had dinner at the Chapman's in Beijing – small world!"

'49 **Norman Ferris** has become an emeritus professor at Middle Tennessee State University and is writing a novel as well as continuing with historical scholarly work. His youngest daughter, Julie, after graduating in music from Northwestern University, gave private voice lessons at Winnetka's Community House.

'51 **Jane Taylor Jordan** has been retired in Hilton Head Island, South Carolina for 6 years and is still enjoying it. She has three grandchildren in Minnesota who, of course, are a delight.

'52 **Ruth Geering Hurka** loves Vermont and misses Chicago. She and **Janet Jenkins Miller '39** are organizing a Spring '99 Reunion of all Vermont North Shore alumni! They will be in touch with Vermont alumni, but if you are interested in participating, please contact the Alumni Office at North Shore.

'53 **Richard Scott** has moved to a beautiful new home at Harbour Ridge Golf & Yacht Club in Palm City, Florida (outside of Stuart).

'55 **Alice Suter Hardesty** is still consulting but is at least half retired. She spent some wonderful times recently with two old friends: **Lisa McEwen Tingley**, who lives in Oregon, and **Betsy Furgerson Serafin**, in Boulder, Colorado. **Thomas Taylor** and his wife moved back into their house in Ann Arbor from England in February 1998. He is writing, walking and giving talks on Quakers worldwide. In Oct. 1998, he spoke at a conference on the elements of a culture of peace at the foundation for violence-free living in the Black Forest near Freiburg, southern Germany. His wife, Nancy, is working at the English Language Institute at the University of Michigan.

'57 **Ann Dick Dashe's** practice is going well and her husband is on the mend after some "challenging health issues." "Best to all in '57 class."

'58 Jennet Burnell Lingle moved to California to join so many classmates. Come visit!

'59 Karin Wagenknecht Cox sends "greetings to the Class of '59! For two years now, I have been reaping the benefits of the new breast-cancer drug Herceptin and am now in total remission. Needless to say, I feel unbelievably blessed that this drug was available to me when I needed it. Every day with my family and friends is a precious gift. Would love to hear from you all."

'60 Stephen Parshall has been a machinist at TOG Manufacturing in Skokie, Illinois for nearly 5 years. He also has been a volunteer docent at the Field Museum in Chicago, chiefly in its "Life Over Time" exhibit, formerly known as "From DNA to Dinosaurs." **Margot Sheesley** is happy in her mountain home just outside Santa Fe, where she hopes to host the next reunion! She enjoys singing with the Zia Singers and performing twice a year. She is now embarking on a writing career, beginning with articles on recovery and "sage-ing" issues.

'62 Barbara Berndston Bamberg now has a second grandchild, Annabelle Margaret, and is loving Northern California. Her son, David Cole, is teaching at a relatively new (12 years old) Country Day School in Santa Rosa. They just broke ground for a new campus and hope to go from K-8 to K-12 someday. "It's like watching a young North Shore grow."

'66 John A. Kollar III was named Chairman of the Interior Design Dept. of the International Academy of Merchandising and Design in Chicago. He has been an instructor in the college's FIDER-accredited interior design program and also teaches drafting and construction management courses at New Trier Extension. He currently serves as a member of the Design Review Board in Winnetka. He was formerly a trader on the Chicago Board of Trade and an U.S. Army Drill Instructor. For the past 8 years he has operated Kollar Design and Construction in Winnetka and spearheaded major projects, such as the complete renovation of The Whitehall Hotel in Chicago. He is a professional member of the American Society of Interior Designers.

'69 Bruce Blair married Dr. Judith Nerad on September 6, 1998. Judith is a physician at Cook County Hospital in Chicago. Attending the wedding were Bruce's mom, **Ginny Clark Blair '45**, **Mac McCarty** and his wife Julie, **Jay Bach** and his wife Patti. They live in Chicago, and Bruce has returned to work for ESPN in charge of sales.

'76 Karen Spencer Kelly is finishing her last year as a Radcliffe Trustee and beginning her term as a Vice President of the Harvard Alumni Association. Her children, Katherine (10) and Cole (6) are "growing fabulously!"

'80 John Tilmson is happily living and working in Batavia, Illinois with his wife Linda and 2 children. Son Mike is 11 now and in middle school and daughter Michelle is 7 now and doing great as a second grader. His wife Linda works with the kids at the school as a volunteer, mostly in Michelle's class, but every once in a while at the middle school as well. Business is good for John, and they built and moved into a new home last year.

'81 Gris Ware was made Partner in January at the law firm of Vurdelja & Heaphy in Chicago. His practice areas include commercial litigation, employment law, product liability and personal injury.

'84 David Brown was married in Nashville in July 1998. Attending were his brother **Andrew Brown '87**, **Steve Goldin '83**, **Bill Bach '87** and **Dan Bloedorn '87**.

'85 Tamar Fleishman is continuing in her practice of law as well as several volunteer projects including doing cases for The Office of the Public Defender of Maryland (felony jury trials) and the Homeless Persons' Representation Project.

'86 Christy Aggens is living in Lincoln, Nebraska and "loves it." She recently completed her teacher's certification in Industrial Technology and Art K-12 and is in the process of applying to be an AmeriCorps volunteer in Lincoln. E-mail from **John Marrinson** to reconnect and tell us that he works for a finance company in Northbrook and lives in Highland Park with his wife Julie and daughters Hayley (4) and Casey (5 mos.). **Kristen Moffat Powell** is the manager of West Coast Marketing @ Morgen Walke Associates Inc. Her husband, Jeffrey, manages money for his own firm, Polaris Capital Management. They have two Rhodesian Ridgeback dogs named Gracie and Josephine.

'87 Andrew Brown lives in London and works in derivatives for Chase. He plans to go to UNC for an MBA in finance next year. **Joel de la Fuente** is living and working in New York, where the acting "opportunities are much more gratifying." He is working on a play that is touring through Europe (Vienna last May; London and Rome in September and October, Paris in December. He has a role in the movie "Return to Paradise" – a thought-provoking movie.

'88 E-mail from **Alex White** last July as he headed off to New York to be in an off-Broadway production of "The Cherry Orchard" at the American Globe Theatre.



David Plimpton '88 & Zach Hill '00 – who was David's buddy when David was a senior and Zach was a kindergartner (At Homecoming '98)

- '89** **Bridget Zieserl Mogged** and her husband Gary live in Schaumburg, IL with their three children: 2 boys and most recently their daughter, Brittany Anne born July 7, 1998.
- '90** **Amy Jacobs** was the spokesperson for the Yellowstone Wolf Recovery Project for a National Geographic Special that aired in October 1998.
- '91** **Liza Michaels** has returned to Evanston, after living in Boston, to work on her Master's in English at Northwestern University.
- '92** **Alexandra Levi** received her Master's in Social Work from University of Michigan at Ann Arbor in December.
- '93** **Greg Jacobs** left Nambia in December and planned to teach somewhere else but travelled in the meantime. **Steve Plimpton** is living in Los Angeles and teaching elementary school science. He would love to hear from any North Shore friends! **Matthew Price** is pursuing his Ph.D. in political/philosophical & comparative government at Harvard after spending last year as recipient of Dorot Fellowship in Jerusalem, Israel. **Tom Rankin** is in his first year of law school at Stanford Law School, living in an apartment on campus. Last year, he worked in a film production company and lived in Hollywood. He sends his "heartfelt congratulations to **James Moses**, **Kathy Wolbach Moses** and **Alexandra Roginsky Tsesis** upon their marriages!"
- '94** **Katie Czerniawski** graduated from Wheaton College in Massachusetts last May, cum laude with a degree in psychology. She is currently attending graduate school at Loyola University in Chicago to receive her master's in social work. **Alexis Adams** is living in L.A. and working at the UCLA Medical Center as a research associate and is taking courses to finish her pre-med requirements. She plans to go to medical school. **David Plazas** is currently working as Development Associate at St. Augustine College in Chicago. He is currently in Northwestern's Medill School of Journalism for his Master's in Journalism-New Media program focusing on the Internet.
- '97** **Cassandra Lopez** works part-time at The Country Club in Brookline, Mass. to make some extra money to support crew. "I wake up every morning at 5:15 am to be at practice at 6 am. We always do double workouts in the afternoon for endurance, but three days a week we also lift. All my hard work is paying off, because I made the Varsity boat, and I am rowing in the Head of the Charles. In case anyone doesn't know, it is the largest regatta and people come from all over the world to race in it. I hope all of you are doing well in school this year and I would love to hear from everyone. **Michael Wolf** is in his second year studying architecture at Tulane in New Orleans, getting away to sail in big regattas and doing well. **Eliza Durbin**

played against Whitney in a Field Hockey game at Trinity. "We, Connecticut College, lost badly, but I had a great time playing Whit. We even found ourselves laughing on the field. Some bragging for Trinity: They made it to Final Four. I don't know who they played in the first game, but Whit scored three goals. The next game was on Saturday, and they played Hartwick; they won again 2-0. She didn't score, but she had an awesome game. I went to see her play. Just some news from the field hockey world."

'98 **Bradley Price** is pursuing a double major in liberal arts honor program and industrial design at the University of Michigan after spending 6 weeks as recipient of Alliance Francais Scholarship at Sorbonne University in Paris.

Two Alumni Offer Morning Ex Programs

Cathy Kleiman Bell '79 and Craig Benson '38 returned to campus on two separate occasions in October to provide current students and faculty wonderful Morning Ex experiences. Cathy Bell gave a Morning Ex presentation on her experiences in Africa on Safari with her husband Kevin Bell, Director of the Lincoln Park Zoo. Cathy, an avid photographer and environmentalist, showed beautiful slides of African animals and scenery. Following her presentation, she was met with a sea of eager hands raised to ask questions about her intriguing adventures.

Craig Benson's Morning Ex highlighted his love of jazz with a session on jazz appreciation that included playing recordings of a variety of jazz pieces for the audience to enjoy. One of the songs he played, "All God's Critters," has become the junior kindergarten anthem. The JKers have serenaded offices throughout the school with their enthusiastic rendition of the song they learned at Morning Ex. with Mr. Benson.

We encourage alumni to share their passions and expertise with students by participating in Morning Ex, individually or as a group. Please contact the Alumni Office to share your ideas.

Young Alumni Party

The Alumni Board sponsored a Young Alumni Gathering at the Burwood Tap in Chicago on Friday, November 27th over Thanksgiving weekend.



Danny Beider '91, Aisling McDonough '91 and Denis Healy '91



Betty Fisher '93 and Benjie de la Fuente '93



Dan Bloedorn '87, Andrew Brown '87, Cindy Brennan-Annibali '87 and William Annibali

BIRTHS

Laura and David Howland '83
Tanner David
June 3, 1998

Gary and Bridget Zieserl Mogged '89
Brittany Anne
July 7, 1998.

Evan and Liz Schwarz Firestone '80
Twins Jack and Henry
August 6, 1998

Susan and Paul Theiss '78
David Robert
October 8, 1998

MARRIAGES

Bruce B. Blair '69 to Dr. Judith Nerad
Sept. 6, 1998

Alan Blumberg '83 to Christine Roberts
August 22, 1998

Marta Sule '88 to Guillermo Vidal Wagner
Oct. 2, 1998

IN MEMORIAM

Frank D. Stout '38
June 23, 1998

William F. McKee
July 23, 1998
father of Will McKee '59

Elena de la Fuente
July 30, 1998
mother of Bobby '85, Joel '87 and Benjie '93

Margaret (Peggy) Hoyt Bacon '41
August 11, 1998
wife of William T. Bacon Jr. '41
sister of Blanche Hoyt Gordon '40

Robert A. Aldrich '35
September 1998
brother of Cynthia Aldrich Rowe '38

Tom Geraghty, former Chair of the Board of Trustees
September 1998
father of Tom '62, Peter '74, Miriam '69
son-in-law Doug Severson '69, Bob '65, Helen '63
and son-in-law Lance Morgan '63

Betty Mercer Butz '40
September 1998
Brothers-in-law Bill Butz '31, Herb Butz '33

Ruth Beardslee Newcombe '29
September 17, 1998
Sister of Alice Beardslee Gilchrist '29

Marjory Barnum
November 4, 1998
mother of Cricket Wood '79, Grace Wood '82

William R. Van Horne '31
November 6, 1998

Kendra Pfisterer Grannis '66
November 8, 1998
sister of Nancy Pfisterer Leon '72

Elmer H. Wavering
November 19, 1998
father of Lynne Wavering Shotwell '60,
father-in-law of Chip Shotwell '61
grandfather of Molly Shotwell '87 and Henley Shotwell '95

Anne Daughaday Adams '38
November 24, 1998
sister of Tom Daughaday '41 and Hamilton Daughaday '36

EDITOR'S NOTE

North Shore has achieved renown as an exceptional environment for teaching and learning because it is a school where teachers and students come together in the pursuit of lifelong learning. Teachers at North Shore inspire and challenge intelligent, ambitious students every day. What fuels the relationships between our talented teachers and our talented students is a joint quest for scholarship.

This issue of the Acorn focuses on that pursuit of scholarship through the Upper School's Asian Studies course, the seventh grade integrated Biome project and the reading and writing process as taught throughout the Lower School. Asian Studies

teacher Beth Keegan says, "The study of China has been the passion of my adult life. Teaching gives me the opportunity to share this passion." According to seventh grade math and science teacher Jim Leesch, "Teaching is the ultimate learning opportunity... I love spending my days being as open and curious and active as I was as a kid." Lower School Reading Specialist Emily Denesha says, "I see a story with new 'eyes' each time I share a book with a different group of children." As you will see when you read these articles, North Shore classrooms are filled with academic rigor.

Homecoming/Alumni Week September 17-19, 1999



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